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By-Brandon, George L., Ed.
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Twelve research reviews in this issue pertain to exemplary programs and residential schools, and are organized under these topics: (1) Guidance, including discussion of research reports relating to vocational guidance in secondary schools, a junior high school course in occupational opportunities, student personnel services for area vocational-technical schools, and an information system for vocational decisions. (2) Cooperative Education Programs, treating a national conference on cooperative vocational education and concurrent work-education programs in 50 states. (3) Exemplary Projects, discussing occupational training for school-alienated youth, a national conference on exemplary programs, and occupational information, selection, and preparation in a secondary school, and (4) Residential Schools, including essential factors contributing to their operation, a national conference report, and a discussion of a boys' residential youth center. "Plain Talk," a continuing column by the author, stresses the importance of vocational educator involvement in development of exemplary manpower programs related to the vocational education effort. Twenty-two additional references and four document source listings are cited in the bibliography. (DM)

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RESEARCH VISIBILITY

SYNTHESIS / APPLICATION / DISSEMINATION

OCTOBER 1969

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Exemplary Programs and Residential Schools

page

TOPIC I: GUIDANCE 35
- Vocational Guidance in Secondary Education
- Junior High School Course in Occupational Opportunities
- Student Personnel Services for Area Vocational-Technical Schools
- Information System for Vocational Decisions

TOPIC II: COOPERATIVE EDUCATION PROGRAMS 39
- National Conference on Cooperative Vocational Education
- Concurrent Work-Education Programs in 50 States

TOPIC III: EXEMPLARY PROJECTS 41
- Occupational Training for School Alienated Youth
- Occupational Information, Selection, and Preparation in a Secondary School
- National Conference on Exemplary Programs

TOPIC IV: RESIDENTIAL SCHOOLS 44
- Essential Factors Which Contribute to Their Operation
- National Conference for Residential Vocational Educational
- Boys Residential Youth Center

PLAIN TALK 46

BIBLIOGRAPHY 47

VT009612

PREFACE

Exemplary and residential aspects of Vocational Education

RESEARCH VISIBILITY finds itself without a sharply focused framework of criteria to identify and report these aspects in the research and development of vocational education. This fact does not mean that the merits of the characteristics have been forgotten in the past or in contemporary development of on-going programs. Perhaps, at least for the sake of definition, program development will be "rescued" by the precise language of legislation and its determination to make instruction exemplary.

Somehow the limitations of the legal and regulatory framework, as necessary as they may be, are difficult to reconcile with a pervasive philosophy of vocational education—more so the research and investigation which should reveal its true nature.

Current professional comment of the exemplary has some interesting flavor. The comment seems to indicate that vocational education should change, but the "change" specifications are nebulous and for change-sake. Undoubtedly, one of the great benchmarks of vocational programs of the past (and hopefully of the future) is an attitude of vocational educators which makes realistic and meaningful programs of instruction for the many individual differences of youths and adults who are enrolled.

Realism and relevancy can in themselves be exemplary. As characteristics of sound vocational education they should be fully acceptable and desirable in today and tomorrow's world of clichés and new educational twists.

The exemplary and "bridge-building." Obviously, exemplary programs and bridge-building (reality between school and the world of work) are becoming synonymous. The search seems to be for *models* which will achieve this purpose; at least modern conceptual models take the form of vocational cooperative education, occupational information and adjustment, and many forms of "occupational orientation." The underlying thesis and bridge foundations seem to be *change* in vocational education; "change agents," the modern vocational bridge builders and engineers, have many prescriptions.

It is both ironic and understandable that vocational educators are concerned with strategies for implementing change. It is ironic because vocational educators, particularly those concerned with changing agricultural techniques, have had dramatic success with invoking change. Too, they have been in the forefront in conducting research into the change process. But is it not also understandable that they should be concerned? The very fact that change has been wrought suggests that those who have been most successful would also be most sensitive to the problems of change—particularly the problems associated with implanting changes which make a desired difference." (Samuel A. Moore, Michigan State University, in *Strategies for Implementing Exemplary Programs and Projects in Order to Make Maximum Change in the Educational Process.*" National Conference on Exemplary Programs and Projects, Atlanta, Georgia, 1969)

This issue of *Research Visibility* synthesizes a small selection of reports which have exemplary implications. It also contains a few abstracts of reports related to the development of residential programs in vocational education. Unfortunately, research and reporting of the residential are as lean in the professional literature as are the provisions of legislation and its appropriations, which should have generously supported residential development many years ago. It is tragically plain that the development of residential vocational education, the last and only recourse of many Americans whose birthplaces discriminate against them, must await more "exemplary" and courageous action for their birthright.

National Exemplary Conference Report (guidebook). A limited supply of the guidebook of the Atlanta conference may still be available from the Division of Vocational and Technical Education, U.S. Office of Education, Washington, D.C., 20202. Michael Russo is coordinating the publication of the various conference reports from project contractors. Please contact him for the various guidebooks each of which may or may not contain copies of the major presentations which were made last winter.

See Bibliography for information on availability of complete studies

Vocational Guidance in Secondary Education

Vocational Guidance in Secondary Education, Results of a National Survey. Robert E. Campbell. The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio. December 1968.

This study, conducted in the fall of 1966, surveyed the guidance situation in 353 public secondary schools in 48 states. The purpose of the study was to describe the services, functions of counselors, and student contact found in most schools today. These facts would provide a point of reference from which to begin future surveys. The survey was also designed to compare the opinions of parents, students, teachers, counselors, and administrators of the present status of guidance in their schools, and to suggest changes which are needed in the educational preparation of guidance counselors.

Findings of the study indicated that the order of types of advice most frequently sought by students is that (a) regarding education, (b) vocational guidance, and (c) guidance in personal adjustment problems. It was found that very often students will receive guidance information and assistance from sources other than counselors: teachers, parents and friends. These sources were used despite the fact that most students reported being aware of the counseling services available in their schools. It was also found that, of the students responding to questionnaires, only 31 percent had had two or more 15-minute conferences with a counselor during the preceding year.

Information on the amount of counseling time with students by type of problem is reported in the accompanying table. It indicates that the largest percentages are devoted to college education, compared with 10 percent spent in counseling students in the selection of vocational programs. The report also indicates that few counselors have had training in counseling of vocationally oriented students.

In a survey of students and parents, the response was strongly supportive of the need for guidance services in areas such as information about the world of work, personal adjustment and study habits.

Opinions varied on whether different guidance programs should be offered for vocational education students. Forty-five percent of the counselors felt that programs should be different, but 43 per cent indicated that they should not. In regard to training given the counselors themselves, however, 48 percent of the counselors felt that training given counselors of vocational students should differ from that given other counselors.

In making conclusions from the study and in trying to delineate recommendations for further study, the investigators noted that the major problem is that of selecting a set of realistic goals for guidance programs. It is recognized that the personnel and facility needs for a "truly effective" guidance program are almost twice as great as those actually available. It is therefore necessary to design a systematic guidance program which will make the most efficient use of available resources. Recommended steps for designing such a program are outlined in the report. These include:

- Stating the needs which must be satisfied.
- Defining guidance objectives which will contribute to satisfying the needs.
- Defining constraints which the program must satisfy.
- Devising alternative systems.
- Selecting the best alternative.
- Pilot testing the selected alternative.
- Implementing the tested program.
- Evaluating this program.
- Modifying the system along lines suggested by feedback.

It was suggested that, in development of a guidance program, a variety of guidance methods be considered for use in the program. Team operations, the use of teachers and paraprofessionals in the counseling program, and use of data processing equipment for supportive services are among the suggestions.

Future research, the report concluded, is needed in the area of adoption of innovations in the field of guidance. Research into student assesment of counseling systems is another subject of research; others are the problems related to the transition from school to work and those related to students with special needs.

PERCENTAGE OF COUNSELING TIME WITH STUDENTS BY TYPE OF PROBLEM AS ESTIMATED BY COUNSELORS—A SUMMARY OF MEDIANS BY TYPE OF SCHOOL

	Type of School						
Problem Areas	Urban Comprehensive	Rural Comprehensive	Urban General Academic	Rural General Academic	Urban Vocational	Area Vocational	All Schools
College education	20%	20%	30%	25%	10%	5%	20%
Emotional or personal problems	9	10	10	10	10	10	10
Low achievers	10	10	10	10	15	15	10
Vocational program selection	10	10	10	10	15	15	10
Post-high school education*	10	5	10	10	5	5	9
Post-high school job placement	5	10	5	10	10	10	5
Potential dropouts	5	5	5	5	5	10	5
Extracurricular activities	3	5	2	3	1	1	2

*Other than college.

Junior High Course in Occupational Opportunities

An Experimental Junior High School Course in Occupational Opportunities and Labor Market Processes. Robert L. Darcey and Phillip E. Powell. Center for Economic Education, Ohio University, Athens, Ohio. June 1968.

This two-year research and curriculum development program was based on the assumption that ". . . young people will be better prepared for successful participation in the labor force by developing understandings about the nature and operation of our economic system, the role of work, changing technology and occupational opportunities, decision-making procedures, the economic value of education, and labor market processes . . ." and that ". . . they will also benefit from self-examination of their own attitudes, values, goals, and behavior relative to career planning, occupational success, economic life, social roles, individual development, and self-fulfillment."

In order to assist young people in developing understandings, the project proposed to develop a set of instructional materials for use in a course to be given to junior high school pupils, and to field test, evaluate and disseminate these materials.

In preparation for the development of the instructional course, the project staff surveyed available literature related to the economics of manpower, and psychological and sociological aspects of work attitudes and understandings. Meetings were conducted with experts in the fields of education, guidance and manpower economics. Major themes for the lessons were established: Analysis, Choice, and Decisionmaking; The World of Economics; The World of Work; Labor Market Structure and Processes; Psychology of Work; Sociology of Work; and Education and Its Economic Value. The 316-page course which evolved is included as an appendix to this report, along with the companion 140-page teacher's manual.

Each of the 75 individual lessons in the course, *Manpower & Economic Education: Opportunities in American Economic Life,* includes a brief summary of the content of the lesson, followed by a main text including discussion questions and a final paragraph emphasizing the most important aspects of the lesson. Some of the chapters treat "The Role of Labor Unions," "Are Today's Skills Good Enough for Tomorrow's Jobs?" and "Making Something Out of Your Job". The teacher's manual includes supplementary material such as suggested readings and answers to questions posed in the lessons.

The course was administered to eighth, ninth and tenth grade students in eight schools near Athens, Ohio, and specially prepared tests and questionnaires were used to evaluate the effects of the course. The tenth grade students used in the experiment were a specially selected group of "potential dropouts" who had demonstrated weak motivation and poor academic records. Results of the tests indicated that manpower and economic understanding was increased significantly, as were attitudes toward these issues. In addition, short-range advantages, such as increased interest in schoolwork and improved attendance, were noted by teachers.

It is suggested in the report that a clear explanation of the nature of the program's objectives be given to teachers and parents before its introduction into the curriculum. General approval of these groups usually appears, provided they have a clear understanding of the program. It is noted, however, that the course does deal with sensitive matters, and that negative attitudes could develop if it was not clearly understood.

Future research possibilities in this area include development of instructional materials for special ethnic and economic groups, and for use in programs such as adult education and economic opportunity programs. In addition, use of the "daily lesson format," in which instruction is given in short units rather than in long chapter form, for other instructional areas is suggested.

Inservice Training

North Carolina State University at Raleigh is the recipient of a U.S. Office of Education grant for conducting seven interrelated institutes for the inservice training of vocational educators and related personnel needed to strengthen vocational education in rural areas.

The first institute in the series will be aimed at "Coordination of Supportive Services for Vocational Education Students in Rural Areas" and will be held on Oct. 5-9 at the University of Arkansas, Fayetteville.

Student Personnel Services For Area Vocational Schools

Developing a Program of Student Personnel Services for Area Vocational-Technical Schools. James E. Bottoms. Georgia Department of Education, Division of Vocational Education, Atlanta, Ga. December 1968.

A system of 25 post-secondary area vocational-technical schools was created in the 1960s in Georgia. The need for the schools was necessitated by the migration to the cities of largely unskilled rural populations. Because Georgia's high schools were too small to provide comprehensive vocational programs, the alternative solution of providing area vocational-technical schools was adopted. One of the important features of the educational function of these institutions is the program of student personnel services, which was developed during 1966 and 1967 by committees of student personnel specialists, school directors and consultants. This report gives the background and it also describes this personnel service program.

Following the appointment of a student personnel specialist, a four-phase development process was initiated. First, a questionnaire was administered to school personnel and a random sample of students was made to identify the school personnel services needed. Results of the questionnaire identified the following student needs: (a) deciding whether he should attend a vocational-technical school; (b) choosing the course to pursue once he entered the school; (c) deciding whether or not he should change to another program or stay in the one he was pursuing, and (d) deciding his future after completion of his work at the school.

The second phase consisted of various activities for the development of the program; (a) a two-day organizational planning conference was held, with participants being drawn from school directors, student personnel specialists and consultants; (b) task force committees were set up by the conference to plan for services (information service prior to student enrollment, admissions, student personnel records, orientation and information service, counseling, job placement, and evaluation); (3) a work conference was held at which all school directors and student personnel specialists were informed of the results of the work of the task force committees.

The third, or implementation, phase of the developmental process aimed at involving all members of the schools' staffs in setting up the plan in their respective schools. This phase was carried out by a series of inservice meetings at monthly intervals, with a different aspect of the student personnel service plan being highlighted at each meeting.

The fourth phase of the project consisted of a review of the seven different services planned by the task forces, and the degree to which they were appropriate for the specific area school. A few new approaches were noted as being more suitable than those recommended by the task forces, but in general the entire program had been successfully implemented in each school.

Seven Major Services

The seven services planned for in the task force committees became the major areas covered by student personnel services in Georgia's area vocational-technical schools. One of these services is the preadmissions information service, the function of which is to inform the public of the educational opportunities available through the schools, and to assist prospective students in relating their own occupational interests to the opportunities available in the schools. This service actively seeks out persons in the community who would profit from the programs offered at the area schools by developing informational materials, establishing close contact with secondary schools, and staging publicity campaigns in the community in order to reach persons who are not enrolled in secondary schools.

Another service provided is the admissions service. Because of the nature of the vocational-technical school, it is necessary for the student to choose the specific occupation which he will study prior to entrance in the school. For this reason, it is the responsibility of the admissions service to assist the prospective student in deciding upon a program which will lead to his entrance in an occupation in which he can have pride and dedication. Because an area vocational-technical school must use an inclusive rather than exclusive admissions policy, the admissions counselor must assist the applicant in choosing a realistic goal in light of his capabilities. He must define the range of practical choices for the particular student and then guide him in making the most beneficial selection from this range.

If there is no program offered by a school for which an applicant will be qualified, the admissions counselor must assist him in examining opportunities outside the school. In order to direct the student to the best course of action for himself, it is necessary for the counselor to work closely with instructors in the various occupational fields to determine minimum entrance requirements for each occupational course.

Personnel Records System

A third segment of the personnel services is the student personnel records system. This system is of great importance before, during and even after enrollment. Before enrollment, the system is used to assist prospective students in examining their capabilities in order that they may select the correct occupational program. In addition, staff members are assisted in planning instructional programs in advance through use of these records.

During enrollment in the school the records provide data for analysis of student achievement and aid counselors in student guidance. The records also provide information on the strengths and weaknesses of the overall school program, so that research and evaluation may be directed toward improvement of the educational program.

After enrollment, these records may be used as evidence of how area vocational-technical school students fare in the world of work. Data from the records can be used for evaluating the instructional programs of the school and the student personnel services themselves. Potential employers can use the records to investigate the achievement records of former students.

Although it is specified as a separate service of the student personnel services, counseling is a service which is part of all of the other functions. Counseling is used to help a student understand his own potentials and to relate the available educational services to these potentials, thereby forming a plan of action for his personal occupational development. In addition, the counseling service performs functions in solving a student's personal, financial and study problems.

Group Guidance Sessions

The information service of the student personnel services is implemented through group guidance sessions planned jointly with faculty members. The object of these sessions is to inform students of decisions which they may need to face, of the purposes of the school, and of educational opportunities offered by the school as well as other educational opportunities. Preparation of students with attitudes they will need after leaving the area vocational-technical school is a main part of the job of the information services.

The job placement role of the area vocational-technical schools is not one consisting solely of placing the right student in the right job. The service must establish a "total" system which helps the student to acquire a basic attitude toward and understanding of the world of work in order that he may find a good job and make the necessary adjustment to it while understanding what is expected of him by his supervisors,

In addition, the student must be shown how to obtain the information he wants to know about a prospective job so that he can avoid underemployment. The job placement effort in area vocational-technical schools is a cooperative effort between the student personnel specialists and the instructors. This cooperation is especially important in that it helps the instructors to achieve

greater satisfaction from their work by actively participating in the final results.

A final segment of the student personnel services is that of self evaluation. Systematic and continuous feedback of data of the results of the service serves to keep the service sensitive to the needs of the student, and to keep the direction taken by the student personnel services up to date. The method by which the service evaluates itself is to delineate exactly what effect the service is expected to have on students, and then to see if this effect was achieved on graduates of the area school.

There are four other related publications that have been produced by the author: (1) *Counselor's Guide to Georgia's Area Vocational-Technical Schools;* (2) the *Phase I Report, Research Project 236: Developing a Program of Student Personnel Services for Area Vocational-Technical Schools;* (3) *Ways the Area School Personnel Worker and Surrounding High School Counselors Can Work Together,* (all published by the State Department of Education at Atlanta); and, (4) "Developing Statewide Norms for the Dailey Vocational Tests" (Houghton Mifflin Company, *Test Service Bulletin.* 1966).

Information System For Vocational Decisions

An Information System for Vocational Decisions. David V. Tiedeman, et al. Harvard University, Graduate School of Education, Cambridge, Mass. June 1, 1968.

This report summarizes the activities of the Information System for Vocational Decisions (ISVD) during its eighth quarter, March 1, 1968, to May 31, 1968. The ISVD project is studying the use of the computer in facilitating the vocational counseling process, and it is sponsored by Harvard University, the Newton Public Schools in Massachusetts and the New England Educational Data System (NEEDS).

At the base of ISVD is the theory on the process of career decisionmaking that a student can make good career decisions only if they are made in the context of his life span. ISVD proposes to create a setting for career decisionmaking for the student which will foster a sense of continuity and a sense of control over the decisionmaking process. The setting which is being created is a vocational reckoning environment which contains the student, an extensive collection of data about jobs, and a guidance machine.

Examples of data are facts about jobs, colleges, trade schools, military specialties, and the student himself. These data are organized into five data files: occupational, military, educational, personal and family living, and student characteristics. The guidance machine provides a means for the student to obtain data and provides a record of his access to the data so that he may review the way in which he makes decisions.

ISVD is now creating a description of the behavior of a guidance machine that is sufficiently explicit for a computer to act as if it were the guidance machine. This description is provided through the development of computer programs which permit certain basic and generally required functions to be performed, and the development of ISVD software, or programs enabling the computer to serve as a guidance machine.

The major component of ISVD software is a series of scripts, or programs, which contain the text to be presented to a student, instructions on how to process the student's responses, etc., all to appear as conversation to permit the student to be free to generate his own questions in a natural form.

In other words, the computer must be able to deal with English sentences. The authors describe the process of adapting ISVD needs to a computer program called ELIZA; the process is incomplete and the investigators claim only a first step toward attaining the natural language capability they are seeking.

A central organizing structure of the ISVD system at the junior and senior high school levels is a modified version of the Life Career Game, which is played as follows: An introductory film with an orientation to the game is shown; this is followed by a practice round which allows the player to make decisions involved in planning, school, work and leisure activities, and these decisions are scored. Then the player is ready to go through a series of short rounds in which he can make decisions about work, school and leisure; after each round the player is scored. At the end of a game session, the session and all previous sessions are summarized for the student or player.

As one part of the project, a Career Resources Center has been moved to Newton High School, where the student response has been a positive one, indicating that students want and will use information when it is available for education and vocational decisionmaking.

The authors feel that the immediate impact of the availability of a Career Resources capability in the Newton School System is most apparent in relation to counselor functions. However, they point out that in the area of career development and vocational guidance, counselors need more training, resources, and consultations. They feel that the counseling function will ultimately center on a personal counselor-student relationship which then extends to other resources, such as that proposed by this study.

The authors point out that in schools today administrative and curriculum concerns have major priority, and that the potential contributions of counseling are not being considered in these activities. Administrators, teachers, counselors, and the community as a whole will have to be made aware of this need and the necessary funding and organization to correct it.

An ISVD orientation and capability has been written into the specifications for the new technical-vocational facility for Boston, which includes a Career Resources Center, a Cooperative Education Component and a placement operation.

The field tests are still in process: (a) testing of a decisionmaking booklet used by junior high school students in Newton, and (b) assessment of changes in attitude of pupils associated with the work-study program at Newton.

The end of the quarter saw the completion of data processing planned for the first prototype of occupational forecasting, making high and low estimates of employment by year for 1968-1980 available for presentation to inquirers in the system. The estimates were drawn from national data by occupational and industrial group.

See Bibliography for information on availability of complete studies

Cooperative Vocational Education Conference

Notes and Working Papers from The National Conference on Cooperative Vocational Education, Implications of the 1968 Amendments. University of Minnesota, Minneapolis. February 1969.

This conference, held Feb. 26-28, 1969, brought together representatives from State Advisory Councils on Vocational Education, representatives from vocational education, and school superintendents and principals in urban and rural areas. Representatives from business and industry, labor, private schools, professional and trade associations, civic and community organizations, and guidance personnel also participated.

Specific objectives of the conference program included the development of (a) an understanding of new authorizations relating to cooperative vocational-technical education programs, (b) capabilities for increased leadership and responsibility for such programs, (c) understanding of the available resources for development of these programs, (d) understanding of the critical areas of need in the field, and (e) an extension of knowledge of techniques for coordination with government agencies in developing programs.

Essential elements of a good program of cooperative vocational education recommended by the task force groups and consultants for the conference were:

1. A well-qualified, highly dedicated teacher-coordinator.
2. Related instruction focusing on technical competencies, career development and occupational adjustment and taught by the teacher-coordinator.
3. Adequate time for the teacher-coordinator to supervise instruction and on-the-job training.
4. Adequate facilities, equipment and materials to provide instruction related to the student's job and career goal.
5. Placement and instruction matched to the student's career interests, abilities and aspirations.
6. Prevocational education and guidance services which prepare students for selecting the most appropriate training opportunity.
7. A student-directed youth organization like FFA, DECA, etc.
8. A selection of cooperative vocational education programs to serve the needs of students of different abilities, career interests and aspirations—including the disadvantaged, the nonprofit private school students, and the drop-outs.
9. Full wages and credit toward graduation while receiving on-the-job instruction.
10. Written training agreements and individual training plans developed and agreed upon by the employer, training sponsor, student, and coordinator.
11. Community involvement in planning, organizing and supporting cooperative programs.
12. An advisory committee composed of representatives from business, industry, labor, the school, and students enrolled.
13. Compliance with all state and federal laws regarding employment practices.
14. Continuous evaluation and revisions based on follow-up on student-trainees and achievement of program objectives.
15. Ancillary services to provide inservice teacher education, supervision, development of curriculum materials, evaluation and research for the improvement of cooperative education.
16. Adequate funds to support a quality cooperative vocational education program.

Seven major papers were presented at the conference and are included in the appendix. They included the following.

Henry Borow, University of Minnesota, presented a paper on "Potential Contributions of Cooperative Education to the Student's Vocational Development." In making a critical assessment of vocational education, Dr. Borow observed that the division which is being maintained between college preparatory curriculum and the vocational curriculum in the high schools today is "dangerously outmoded."

Because of this division, and the recognition that in the United States upward mobility in the social scale is related to the amount of education one has received, he noted that most parents are strongly opposed to having their children enter vocational programs which will deny them later access to college.

Another fault which he finds in vocational education is that rigid curriculum policies are continued, even though research points to the fact that youth of secondary school age are not yet ready to make such rigid career decisions. He believes that schools should aim at increased job mobility in the career patterns of vocational education students, preparing them mainly for survival in the world of work.

Some vocational training for college-bound youth was suggested because of the high mortality rate in college, leaving those who had taken only a college preparatory curriculum unprepared for the world of work.

In conclusion, Dr. Borow noted that formal programs of cooperative vocational education hold much of the educational responsibility for providing youths with experiences which will accelerate development of vocationally mature behavior. Goals of cooperative vocational education which concern fostering of career development of the student, such as advancement of identity formation and a work ethos, must assume a new importance.

The paper presented by John A. Sessions, education specialist, AFL-CIO, emphasized the need for exploring new approaches to vocational education. Underlining the fact that no single way of teaching vocational education exists, Mr. Sessions noted that, among the many programs, cooperative education holds great promise.

It is necessary, he cautioned, to present the vocational student with a broad enough curriculum for him to develop a "capacity to change." The student also needs a program which will make the academic part of the vocational curriculum relevant to his job goals. A factor in cooperative education which he thinks is equal in importance to proper curriculum is the proper planning of the work experience, with emphasis on acquiring good work attitudes.

Speaking on "The Employer's Role in Cooperative Occupational Education," Robert V. Guelich, vice

president of public relations, Montgomery Ward, Inc., attempted to answer questions frequently posed when educators and employers meet. Among these is the question of how employers are selected and evaluated. Also, he discussed measures which can be taken by schools to relate better to employers. Means for improved cooperation in working for a common cause were illuminated. Finally, he emphasized the importance of working together for better legislation for vocational education.

H. I. Willett, superintendent of schools, Richmond, Va., made a presentation titled "The School's Role in Cooperative Occupational Education." Dr. Willett explored the implications of the rapidity of change and its effect on people the explosion of knowledge, and the population explosion and urbanization.

He outlined reasons for the importance of cooperative occupational programs. Among these he included (a) the fact that schools are unable to provide training in the myriad of occupations available in today's society, (b) the need for motivation for some students to see the relationship between education and the job they will enter after completion of schooling, and (c) the difficulties encountered in finding enough teachers who are qualified to teach highly specialized technical skills.

Finally, he made suggestions for the improvement of administrative organization and design, including the planning, coordination and evaluation aspects of the programs.

A theoretical model school system was outlined by Marvin J. Feldman, program officer of the Ford Foundation, in his remarks concerning "The Community Role in Cooperative Vocational Education." This system would include programs for students of diverse abilities, from elementary to college level, with community backup systems. These systems would be centers for students who are unable to succeed in regular school programs. At the center, each student could proceed at his own speed in specially constructed courses of study. Mr. Feldman also described various programs in vocational education now being funded by the Ford Foundation.

Trudy Banta, research associate, University of Tennessee at Knoxville, presented a paper titled "Interpretive Study of Cooperative Efforts of Private Industry and the Schools To Provide Job-Oriented Education Programs for the Disadvantaged." Dr. Banta reported findings of a survey of "exemplary" cooperative programs. Among these findings were that a communication gap exists between business and schools, and that changes in school policy have resulted from contact with industry.

Frank Bobbitt presented a paper titled "A Comparative Study of Two Concurrent Work-Education Models in Agriculture." This paper described a study which had as its objective the determination of whether or not significant differences existed in the outcomes of two programs used in the State of Illinois.

In one of these programs, school time was used for the work experience; in the other program work experience was gained in out of school hours. The study showed no significant differences between attitudes of students, instructors and administrators who participated in the two programs. Dr. Bobbitt suggested, therefore, that both models might be used to fit the right model to the local situation.

The proceedings of the National Conference on Cooperative Vocational Education will also result in the production of a *Guide for Initiation of Cooperative Programs* to be published in the fall of 1969. See bibliography for information on ordering this document.

New Research Program

Researchers in the biological, behavioral, and social sciences are invited to submit basic research proposals under a one-year program which began July 1, 1969. Information regarding the program may be obtained from the Research Analysis and Allocation Staff, Bureau of Research, U.S. Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202.

Concurrent Work-Education Programs in 50 States

Concurrent Work-Education (Programs in the 50 States 1965-66). William John Schill. University of Illinois, Champaign, Ill.

This study covers both cooperative education and work-study aspects of concurrent work-education in an examination of the conduct of these programs in the 50 states. State education offices and individual school districts were called upon to provide data for the study, which is primarily concerned with activities in which students become involved.

Results of the data collected show that distributive education has the greatest number of enrollees. Enrollment in individual programs was found to range from one to 228 students, with 20 students being the median program size.

Trade and industrial programs, as might have been expected, were centered mostly in urban centers, although population centers of all sizes were found to be offering this program. Enrollments ranged in size from one to 415 students, with 25 students being the median.

Approximately 37 per cent of business education programs were located in larger cities. The median enrollment in these programs was 18 students, although they ranged from one student to 161.

With the states of Alabama, Florida, Illinois, Minnesota and North Carolina accounting for most of the diversified occupations programs, the student enrollments ranged from one to 216, with a median of 25 students.

Cooperative agriculture programs, although existent in cities of all sizes, concentrated in those with populations under 25,000. Between one and 95 students were enrolled in the programs, but 12 or fewer were enrolled in 78 percent of the programs.

Cooperative programs were found in 2,451 schools which did not also have work-study programs. In comparison, 1,823 schools having work-study programs did not have cooperative programs. Two-thirds of the schools having cooperative programs were found to have only one offering in that program.

A great deal of futility was experienced by the investigators in attempt-

ing to summarize the data. Correlations which they had supposed would exist failed to evolve when figures were computed. For example, the amount of funding for schools within a given state and the amount of concurrent work-education programs in that state were expected to be correlative. However, no substantiation of this was possible through the data received. In addition, much of the data received through questionnaires administered to local school districts failed to coincide with data gleaned from state records of these same school districts.

Mention is given to subjective impressions collected in the form of anecdotal comments by members of the investigating team. These cover such areas as cooperation seen between Departments of Vocational Education and other segments of state departments of education.

A chapter on "Characteristics of Students and Programs" summarizes data from the study, a great deal of which is in tabular form. Some interpretation of these figures is made. Abstractions are presented from dissertations on concurrent work-education programs for handicapped students and also on experimental programs in one high school which were conducted in conjunction with the main study.

Topic Three: EXEMPLARY PROJECTS

See Bibliography for information on availability of complete studies

Occupational Training for School Alienated Youth

A Pilot Project To Develop a Program of Occupational Training for School Alienated Youth; Second Interim Report. The Center for Vocational Arts, Norwalk, Conn. 1968.

The second interim report of The Center for Vocational Arts covers research and other activities conducted from Sept. 1, 1967, to Aug. 31, 1968, the third year of operation for the Center. The first two years' operation was reported in a previous interim report which is summarized in the appendix of this volume. The Center originated as a pilot project for development of occupationai training for schooi-alienated youths of ages 15 to 21. Individual programs are formulated for each stumic subjects taught through developattitudes which will permit him to become a productive member of the work community.

The Center program consists of guidance, counseling, occupational training and academic instruction, with training offered in a number of vocational-technical fields. Emphasis is placed on the use of new and different methods and approaches of instruction. Students attend classes for three hours each day, with part-time employment occupying four hours of the day. They work toward acquiring either a high school diploma or a vocational certificate, or both in some cases. Time spent in occupational training does not determine whether or not they receive the certificates; rather, they receive the certificates upon their personal attainment of the skills required to enter their chosen fields.

School dropouts and others recommended by secondary schools as potential dropouts were selected for admission to the Center. Basis for selection was the aptitudes and interests demonstrated by the student, and a feeling that the project would meet the student's needs. A policy of "rolling admissions" was instated. This policy provides for the release of a pupil as soon as his objectives are met, and the immediate enrollment of another student to fill his place. In the 1967-68 school year, although the number of pupils enrolled in any one month never exceeded 209, a total of 286 students were enrolled throughout the year.

Constant modification of the vocational programs offered at the Center is necessary in order to meet the demands of constantly changing vocational demands in the work force of the city. For example, the office services department was modified by the addition of a keypunch machine and an offset press for student instruction. The addition of a greenhouse and instruction in repair of small engines (such as those used in lawnmowers) to the landscape and horticulture program has made graduates of this curriculum more desirable as potential employees. Mass production methods introduced into the manufacturing operations program have helped in showing trainees the conditions which they will encounter in industry.

In the third year of operation of the Center, an effort was made to extend the individualized instruction aspects of the program to the academic subjects taught through development of programed materials. A plan was prepared for constructing "Units for Individualized Learning" through use of the "Behavioral Outcomes Approach." Separate packets were developed for the areas of science, mathematics, social studies, and language arts, to be used in the fourth year of the Center's operation.

Research undertaken by the Center during the 1967-68 school year included a follow-up study of graduates, evaluation of the Center's training programs, assistance in curriculum development, case study follow-up, and development of new curriculum materials.

In the "Appendix to the Second Interim Report," a separate volume, three reports by a New York University Research team are presented. Summaries of each of these reports are included in the original volume.

1. "A Comparative Study of the Perception of the School by the Students 1967-1968" is the direct result of questions regarding the Center for Vocational Arts asked the students in 1967 and 1968. Questions such as "What should students get out of the CVA program?" and "What sort of things did the counselors do for you?" were answered with more maturity and a greater awareness of the aims of the program in 1968 than they were in 1967.

2. "How Students See Themselves" was compiled from information obtained through self-ratings of students and alumni and from personal interviews with each 1968 graduate. In addition, students filled out questionnaires regarding the

school and its teachers, facilities, counselors, and administration. Findings demonstrated that, in general, students felt that they had gained confidence in themselves and were able to mingle with people better since attending the CVA. Better social lives, greater ability to understand their personal problems, and control of their feelings were other reported improvements. Positive attitudes were expressed toward counselors, teachers, education, work, and life goals.

3. "People Do Change: Case Study Reports of the Students 1967-1968" presents a cross-section of case studies made by the research staff. The studies stress family and academic background, physical, social, intellectual and character development, emotional health, personal interests, and counselors' recommendations for improvement. A comparison of the studies demonstrates that family life was the most important determination of a student's performance at CVA.

Included in the report is a summary of the reactions following a one-day visit to the CVA by the chairman of the Department of Vocational Education of New York University. Also, the report of a consultant's visit to the school is included. A final section presents a summary of commendations and recommendations which evolved from research and visits made by various persons. Recommendations cover such areas as counseling, academics and facilities.

Occupational Preparation in a Secondary School

The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information, Selection, and Preparation in a Secondary School. Raymond J. Agan. Kansas State University, Manhattan, Kan. June 1968.

The particular vocational education problems of a rural secondary school were the object of this pilot project. A program of occupational information, selection, and preparation was developed for the eleventh and twelfth grade students of the Paola, Kansas, High School to determine if improved vocational programs can be attained through proper guidance and the cooperative efforts of all vocational educators, along with the participation of sociologists, psychologists and with business analysts.

"A Research Pilot Program in Vocational Education," conducted in Miami County, Kansas, was directed at determining the manpower needs of the community. Surveys were conducted to discover the types of occupations for which there was need in the county, and the number of persons currently employed in each of the occupations.

Interviews were conducted with persons in the various occupations to determine competencies needed for their jobs. General satisfaction was expressed with the competencies demonstrated by graduates of vocational programs who were employed in nonfarming agricultural fields, although there was a shortage of graduates in these fields. Need was demonstrated for an expansion of occupational preparation programs in Kansas schools.

In the next phase of the project, Paola High School, with an enrollment of about 300 students, was chosen as the school through which the objectives of the plan would be tested. The vocational program of the school offered agriculture and home economics, with nonreimbursed courses in office education and industrial arts also being available. Students selected to take part in the pilot program had completed the first two years of a vocational program and had expressed an interest in preparing themselves for the world of work.

A course of study for the project was prepared on the basis of findings of a research project carried out during an eight-week workshop at Kansas State University. Workshop participants included the six instructors who would work with the pilot project. The course of study for both the eleventh and twelfth year courses is included in a separate volume (Appendix A) to the study.

The eleventh year course was devoted to an investigation of "Commonalities in Occupations," or those aspects which are found to be common to all of the traditional fields in vocational education. During the year, students had the opportunity to observe at least four different occupations with the guidance of a teacher/counselor who had a background in the occupation.

The students observed working conditions, salary possibilities and skills needed and made field trips to observe men at work in their chosen occupations. On these trips they made job applications and were interviewed just as if they were applying for the job. The employer made observations on the qualifications of the student for the job, and he gave these observations to the counselor for use in helping students evaluate their chances of success in particular occupations.

The twelfth year course was devoted to giving the student "Experiences in Occupations." At the end of the junior year, an occupation was chosen in which the student had the greatest interest, and acceptable training stations for this occupation were located by the instructor for a part-time job for the student. The student was required to acquire the job on his own through the process of job applications and interviews, and a training outline was then planned for each student with the assistance of the employer. Each student worked a minimum of 15 hours each week, and he was counseled and given job-related assignments by a teacher/counselor who had a background in the part-time job he had chosen. On-the-job performance was evaluated by the employer every nine weeks.

Data were collected through personal interviews with parents and employers, and through questionnaires which the students filled out at the end of their senior year. The program, which was in operation three years, received the overwhelming approval of participating employers, and they encouraged its continuation. In addition, parents were enthusiastic about the program, responding that it had helped their children gain maturity, confidence and enjoyment of school life.

Evaluations of the program by the Mid-Continent Regional Educational

NOVEMBER ISSUE . . . Next month, *Research Visibility* will report on studies dealing with Comprehensive Planning in Vocational Education.

Laboratory, the National Education Association and the Kansas State Teachers Association were all laudatory. It was noted that the eleventh year course started students thinking realistically about selecting an occupational area and beginning preparation for it. The schoolwork of students in nonvocational areas was given additional meaning through their work in the program. Although this project utilized many features of conventional cooperative programs, its unique features, it was concluded, made it particularly valuable in a rural setting such as Paola and well worth the consideration of similar schools elsewhere.

National Conference on Exemplary Programs

Papers Presented at the National Conference on Exemplary Programs and Projects. Atlanta, Ga. March 12-14, 1969.

This National Conference was held to discuss the implications of the Vocational Education Amendments of 1968 for exemplary programs and projects, and to work toward the compilation of a guidebook for planning and implementation of exemplary programs in the states. A guidebook will be published by the U.S. Office of Education in the near future. Encompassing the ideas set forth through the conference and its series of workshops and regional clinics which followed, it should provide guidance to state planners in devising their exemplary programs and projects of the future.

In an introductory paper, meant to be a starting point for further discussion of the 1968 Amendments, the authors emphasize that "we must engage in dialogue with the entire educational community" . . . "to come up with the truly exemplary programs and projects." The intent, nature and implementation of exemplary programs and projects are discussed, with the concluding note that the exemplary programs and projects section of the Amendments offer a chance to begin to make vocational education more meaningful and relevant for students.

James E. (Gene) Bottoms, associate state director, Division of Vocational Education, Georgia State Department of Education, and Kenneth B. Matheny, Department of Counseling and Educational Psychology, Georgia State College, presented a paper on "Occupational Guidance, Counseling, and Job Placement for Junior High and Secondary School Youth." The paper aims at the development of a system of guidance experiences for junior and senior high school students who will not be attending college.

General principles for meeting the guidance needs of students are presented. The first one is that guidance should not be a function solely of the guidance counselor, but it should be taken on as a responsibility of the entire school staff. Also, simulated or direct work experiences should be used rather than traditional methods such as audiovisual aids in describing various potential occupations for the students.

As the results of improved counseling structures and job experiences, the student should also be able to develop a better understanding of himself. Community resources for career development of students should be investigated. Experiences for career development must be organized into a program which will begin at the elementary level and continue until the student decides upon his next step beyond high school. All experiences offered in the high school curriculum should be made meaningful in terms of this next step. Models are presented for all school years from grade 7 through 12 by which these guidance goals may be met.

"Elements of a Model for Promoting Career Development in Elementary and Junior High School" was presented in a paper by Norman C. Gysbers, associate professor of education, University of Missouri. His model begins with the kindergarten student, in helping the child to establish himself in relation to others in the school and home. The current status of activities for career development offered by schools of today is examined, and some basic conditions for learning are established for use in originating model programs of this type.

Gordon Law of Rutgers University discussed "Personnel, Resource Materials, and Occupational Information Exchange Programs—Schools, Manpower Agencies, Industry, and Other Public and Private Agencies and Organizations." He traced the background of the exemplary programs sections of the 1968 Amendments and reviewed studies and recommendations found in literature as they relate to personnel, resource materials and occupational information exchange programs. Four programs having exemplary aspects were presented, and guidelines were offered for future programs.

"Unifying an Entire System of Education Around a Career Development Theme" was the subject presented by Edwin L. Herr, professor of education and chairman, Graduate Programs in Counselor Education, Pennsylvania State University. In order to determine the efficacy of using such a theme for unifying a system of education, consideration is given to the implications of a systems approach to education, to career development and behavioral goals, to the relationships between career development and general or vocational education, and to operational goals towards which exemplary programs and projects might be directed.

Examples of efforts to make educational programs more meaningful for all students were presented in a paper titled "New and Improved Career Centered Curriculum Models To Serve College and Non-College Bound Students, and Young Workers." Programs of comprehensive planning, earlier introduction to vocational information and the cluster concept were presented. A "Partnership Vocational Education Project" between levels and disciplines of education was discussed, with a preengineering technology program for preparation as an engineering technician. In addition, a commercial food service program (Project FEAST) and a "new discipline" concept were investigated.

The concept of "Work-Experience Educational Programs for Secondary Youth" was presented by George W. Burchill. Four different exemplary work-experience programs researched under a Ford Foundation grant to Phi Delta Kappa were reviewed: The Secondary Work-Experience Ed-

ucation Program in Santa Barbara, Calif., designed to present students with an opportunity to try out various jobs; The Prevocational Services for Handicapped Youth in Champaign, Ill.; a Cooperative School-Hospital Program in Cranston, R.I., for non-college bound girls; and a Work Study Program To Prevent Juvenile Delinquency in Kansas City, Mo.

"Strategies for Implementing Exemplary Programs and Projects in Order to Make Maximum Change in the Educational Process" was presented by Samuel A. Moore, II, of Michigan State University. Included in his strategies are the ideas that exemplary programs must be accepted both by those who are to administer them and by those who will receive the benefits of them. The programs must complement existing programs and must be able to change when better ways of achieving an end are discovered.

John K. Coster, director, Center for Occupational Education, North Carolina State University at Raleigh, presented a paper on "Patterns and Guidelines for Administering Exemplary Programs and Projects at the State Level." He emphasized that a climate for innovation must be created in a state, and that products of research must be used in planning, developing and executing exemplary programs. A state office for exemplary programs should be established for the functions of priority determination, consultation, management, and coordination and actuation. An "Exemplary Program Management and Resource Allocation System" is presented.

In the final paper of the Conference, V.E. Burgener, director of Research Coordinating Unit, Board of Vocational Education and Rehabilitation, Vocational and Technical Education Division, Springfield, Ill., outlined "how a system can operate." Using as his resource his personal experiences in the State of Illinois, Dr. Burgener emphasized the need for an organizational structure for administration of the exemplary project program. Educational "imagineers" are another vital part of the operation of an exemplary program system, according to Dr. Burgener, as these are the people who develop ideas. Guidelines for presenting the ideas of the "imagineer" in a clear, concise and brief form for acceptance as proposals were also given.

Topic Four: RESIDENTIAL SCHOOLS

See Bibliography for information on availability of complete studies

Essential Factors

Evaluation of Residential Schools and the Essential Factors Which Contribute to Their Operation. Final Report. George A. Parkinson. Milwaukee Technical College, Milwaukee, Wis. 1969.

In order to determine the feasibility of establishing model residential vocational schools for 14 to 21 year old disadvantaged youths, this study surveyed 13 existing residential schools. These schools ranged from ones having a strong technical orientation to ones offering solely the usual academic secondary curriculum. A study was made of the organization and administration, the instruction and student services offered, and the finances and staff of each school.

The study was conducted by a team of investigators through an initial questionnaire covering the four areas of interest, and through personal two-day visits by the team. Each team member had responsibility for investigating a particular segment of the school, but findings by other team members regarding the segments were exchanged in post-visit conferences.

Conclusions of the investigation pointed to a need for residential vocational schools, not only for the disadvantaged, but for youths living in rural areas who are unable to commute to a vocational school located some distance away from their homes. The findings of this study should be useful as guidelines for establishment of residential vocational schools throughout the country.

In the organization and administration of residential schools, the investigating team formulated several recommendations.

—In regard to the age of the residents, it was suggested that a minimum age of 16 years be set, as many states do not permit youths under the age of 18 to work in skilled and semiskilled jobs in industry. The period of time spent in the school by youths would be excessively long were they to enter at an earlier age.

—The school should be located in proximity to a large center of population so that the opportunities provided by the city such as work experiences, cultural events and other vocational training facilities would be within commuting distance.

—Recommendations for planning of the campus and of the size of the school are offered, as well as suggestions for possible sources for funding. Staffing recommendations cover counseling, teaching, and house parent staffs.

In regard to formal instruction, the investigators recommended that classes be kept to a maximum of 15 pupils and that special instructional materials be developed which disadvantaged youths can understand. Use of field trips and contemporary laboratory facilities should be a part of the educational experience.

Specific suggestions for organization of the instructional program included the recommendation that prevocational training for younger age groups be directed to general clusters of occupations so that students will be able to make a choice for more intensive study.

Remedial programs for reading and arithmetic are also needed. In addition, use of work-study programs should be seriously considered.

Student services recommended include establishment of minimum entrance requirements to be administered through an admissions department, and the establishment of a student government so that residents may share in establishing rules for their community. On-campus employment and post-graduation job placement services should also be established.

In general, the investigating team found that the institutions studied saw as their primary objective the provision of quality instruction for their students. Qualified instructors

were deemed to be the most important contributing factor to successful operation of the schools, while lack of financing was considered to be the greatest deterrent.

National Conference

Consultants' Working Papers: National Conference for Residential Vocational Education. The Oklahoma State University School of Technical Training, Okmulgee, Okla. March 28, 1969.

This conference was held at Oklahoma State Tech on Feb. 26—28, 1969, for the purpose of increasing the understanding of persons responsible for the development of residential vocational education programs. Specific goals of the conference, as stated in the introduction to the reports, were:

1. To assist local, state, and federal vocational education leadership to understand the challenges inherent in the establishment and operation of a residential vocational education school designed to meet the needs of substantial numbers of youth who have dropped out of school or who are unemployed.
2. To develop an understanding of the type of services required by the students, such as: housing, medical, dental, guidance, social, civics, personnel and group activities that will contribute to good citizenship and social competence of the students.
3. To explore the type of curricula of such a school and the variety of adaptation necessary to meet the needs of each individual student.
4. To look into the social and behavioral problems of youth who will need counseling and guidance in a residential school.
5. To develop an increased understanding of the problem of meeting the needs of youth with economic, social, academic, cultural, physical or psychological handicaps.
6. To prepare a summary paper for presentation at the nine regional vocational education conferences.

The conference was attended by 174 leaders in the fields of education, industry and government from 29 states. They participated in six general assemblies and nine discussion sessions. Nine papers were presented for the use of conference participants in formulating ideas, and these nine working papers resulted in summary papers published in a separate volume, *Consultants' Summary Papers.*

Results of the conferences built around these working papers will be formulated into guidebooks for establishment of residential vocational education facilities by the U.S. Department of Health, Education, and Welfare in the near future. Copies will be available for persons responsible for these programs at state and local levels.

Boys Youth Center

Boys Residential Youth Center, Final Report: 1968. Frank J. C. Neisser and Ronald D. Kaplan. Boys Residential Youth Center, New Haven, Conn. 1968.

This report, compiled at the end of the second year of operation of the Boys Residential Youth Center, provides the reader with a detailed description and analysis of the work of the Center during a two-year period. Emphasis is placed on defining the role of the model youth center and assessing the degree to which it fulfilled the original goals set for it. Applications of this model to other potential residential facilities are also discussed.

The purpose of the original study was ". . . to explore the potential and significance of an inner-city, indigenous community-based residential youth center as a locale for assisting disadvantaged youth to benefit maximally from training or employment, in order to develop a better understanding of the home-family obstacles to successful training and work adjustment of these youth and of the tools and techniques needed to overcome these obstacles."

Specific objectives planned for the study included (a) providing special living arrangements and supportive services to make training more effective; (b) testing the effectiveness of the situation; (c) modifying the residents' own home environments in order to eliminate disturbing influences after leaving the youth center, and (d) using the residential center as a training ground in these problem areas for the staff.

The New Haven project stressed elements such as (a) a homelike atmosphere with a two-way "open door" policy with the surrounding community; (b) keeping the Center within the inner-city ghetto; (c) coordination of services for the youth and his family; (d) job training and placement in conjunction with the residential program; (e) use of indigenous nonprofessionals to help residents with problems, and (f) the use of a self-help concept based on the pride and self-determination of these youth.

Results of follow-up work of the Center's enrollees point to the overall success of the program. Three case histories presented in the report demonstrate the ability of the RYC to make worthwhile citizens out of boys who had made early starts in careers of crime.

New questions have been brought forth by these studies, however, bringing into view the problems that must be investigated in the future. These questions involve broad concepts such as problems to be encountered in different geographical areas and under other funding arrangements, effects on the nonprofessionals used on the staff, and using RYC's as a basis for other community programs.

Recommendations of the researchers for future RYC work include: (a) making some of the good ideas developed in the program an integral part of the functioning of future RYC's; (b) use of a monitoring system to make sure that all necessary jobs are being done by the staff; (c) setting of goals for programs; (d) continuous use of compilations and evaluation of staff problems; (e) more thorough investigation of the impact of the Center on the community, and (f) changes in the selection and training of staff and abolishment of staff titles and status hierarchy.

Editor's note: A Training and Research Institute for Residential Youth Centers, Inc., has been recently established through the Manpower Administration of the U.S. Department of Labor, and additional residential youth centers are presently being established in Flint, Mich., Bridgeport, Conn., Boston, Mass., Cleveland, Ohio, and Trenton, N.J.

An experiment by which only one-third of the funding for these centers is provided by federal funds, with the remaining two-thirds being raised by the community has been apparently successful in Flint, Bridgeport and Boston.

plain talk

George L. Brandon, Editor, Research Visibility

EXEMPLARY begins in definitions and ends in programs—for people. And somewhere along the continuum lies the job of research. Not unlike many terms in education the term "exemplary" snowballs into a mixture of misunderstanding and confusion. Obviously, it is formalized in the language of the Vocational Education Amendments of 1968, and vocational educators must be prepared to initiate and carry forward *exemplary programs,* or "new ways to create a bridge between school and earning a living for young people." Thus there is strong implication for the *new,* the *creative,* and stated "cooperation between public education and manpower agencies."

All of this is difficult to square with Webster who has it: (a) serving as a pattern, thus deserving imitation, and commendable, (b) serving as a warning (monitory), and (c) serving as an example, instance or illustration. The synonym we hear is "model." A national conference was devoted to the topic, and it was reconsidered in nine regional clinics which followed (*see page 43 for details*). What characteristics of a *model* vocational education program are valid transfers to other vocational education programs (which are not much of a model) and of what value are these characteristics to individual student goals and objectives for employment and the world of work?

There's a place for the exemplary in our manpower concept. Vocational educators and educators in general should not consider themselves aloof from the need to take a strong hand in the development of manpower and the policy (at all levels) to support it. The lack of this concept and the determination to make it the focus of education is shaping up as one of the most serious crises to confront education in American democracy in our time.

This fact is not a cry of "wolf" of vocational educators.

"The public schools of the United States have long had a primary responsibility for providing education and training for employment as well as for responsible citizenship and individual development. Certain bills introduced in this session of Congress could significantly alter this role by removing public and private education and training agencies from this function in the nation's manpower program. A number of implications for public education are apparent in the proposed legislation, including the very real possibility of establishing a dual system of education in the United States: one for the affluent who know how to use the system and another for those who are unable to manipulate the system.

Because of these concerns it is hoped that an in-depth treatment of this subject will be of interest to *Hot Line* readers. (*Hot Line.* Published by the American Association of School Administrators. Washington: Vol. 2, No. 6, July 1969, page 1).

The above reference to "certain bills" is documented by an avalanche of new legislation on the part of the Department of Labor which has already been introduced and more to come in the hopper for comprehensive treatment. To the experienced vocational educator who has witnessed past efforts of this nature, the new manpower push is as old as sulphur and molasses and almost as perennial as spring tonic. But it has never been equally serious with its past foot-in-the-door technique. The *Hot Line* admonition should not be minimized by any educator; it is many fold more serious than if all of the angles could be unfurled. As an educator you are 'way behind the contemporary times if you are without a copy of *Hot Line* for even a baseline treatment of the issue.

But, you must admit, we have been exemplary in the "alphabet soup" of manpower. And the rash of agencies in the manpower marketplace must be highly confusing to the youth or adult who needs help. A few examples follow:

- If he or she is young, unemployed or disadvantaged—refer to NYC, MDTA or JOBS.
- If in need of counseling—try YOC, AIC or USTES.
- If older and in need of job training—better look into MDTA, CEP, HRD, JOBS, WTS, or WIN.
- An American Indian? For job assistance the best bet is EAP.

Sylvia Porter in the July 22 *Boston Herald Traveler* relates the soup to the maze of manpower agencies.

One estimate is that there are more than three dozen different federal manpower programs in operation—aimed at various groups ranging from teenage dropouts to the elderly poor, retired farmers, migrant workers, slum dwellers, ex-military servicemen, the physically, mentally, vocationally and "socially" handicapped . . . So befuddling has the patchwork become that federal agencies are now actually issuing special "reference guides" to help observers sort out the different job training programs.

Why not propose your ideas for "targeted communications?" USOE's Research Utilization Branch is enticing proposals on the subject to "provide school administrators and others involved in improving educational practice with information for modification of existing programs or implementing new ones." Ten projects are already underway. If interested, write for proposal specifications to the RU Branch. *Deadline is Dec. 1, 1969.*

Good manpower documentation—do you have these? From the village smithy to nuclear technicians on the manpower team—their needs are estimated in the four volumes of *Tomorrow's Manpower Needs.* Volumes II and III may be the most helpful to the educators. Order Vol. II (Industry Employment and Occupational Structure, BLS No. 1606, $1.25) and III (Occupational Employment, 55¢) from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. A good companion volume is *Counselor's Guide to Manpower Information,* Bulletin 1598, also from the Superintendent of Documents, $1.00.

With new careers and paraprofessionals there may be more than two

sides of the coin. The *New Careers Newsletter* reports an interesting list of criticisms of the new careers programs and the semipro's:

—Paraprofessionals themselves say, "There are no real career ladders; small pay increments but no real leaps. The training is inadequate. Job descriptions are unreal; do not represent new work. College courses are too narrowly vocational."

—From professionals and administrators, "It's hard to fire a paraprofessional—the community will squawk. Paraprofessionals want instant careers. They do not want to take the time necessary really to learn complex skills. Professionals' work cannot be factored out; it's all of a piece."

—Among community comments are, "Paraprofessionals 'high hat' the poor; they are too much like the old professionals. New careers is just poor service for poor people, on the cheap. Paraprofessionals are co-opted, bought off. . . ."

—From critics are, "The pay is so low, the ladders so fake, and few men are involved. There is no real change in the service system; just band-aids on a cancer." (New Careers Development Center, School of Education, N.Y.U., Room 238, 239 Greene St., New York, N.Y. 10003. Editor Alan Gartner)

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Topic II: Cooperative Education Programs

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DOCUMENT SOURCES

The material reported on in *Research Visibility* may be obtained from several sources. The source of each publication is indicated in each entry. The key to the abbreviations used there and instructions for obtaining the publications are given below:

CFSTI—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Copies of reports with this symbol may be purchased for $3 each (paper) or 65 cents (microfiche). Send remittance with order directly to the Clearinghouse and specify the accession number (AD or PB plus a 6-digit number) given in the listing.

ERIC—Educational Resources Information Center, EDRS, c/o NCR Co., 4936 Fairmont Ave., Bethesda, Maryland 20014. Copies are priced according to the number of pages. The MF price in the listing is for microfiche; the HC price is for paper copies. Send remittance with order directly to ERIC-EDRS and specify the accession number (ED plus a 6-digit number) given in the listing. *How to Use ERIC*, a recent brochure prepared by the Office of Education, is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; the catalog number is FA 5.212: 12037-A; price: 30 cents.

GPO—Government Printing Office. Send orders directly to Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, with remittance for specified amount.

MA—Manpower Administration. Single copies free upon request to U.S. Department of Labor, Manpower Administration, Associate Manpower Administrator, Washington, D. C. 20210.

OTHER SOURCES—Where indicated the publication may be obtained directly from the publisher at the listed price.

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George L. Brandon, professor in residence (Pennsylvania State University) is editor of *Research Visibility*. He is assisted in the preparation of these reports by Research Assistant Marsha Golden of the AVA headquarters staff.

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